

CULTURAL COMPETENCE AS DETERMINANT OF TEACHER'S COGNITIVE EMOTION MECHANISM

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ABSTRACT

The study aimed to explore the influence of cultural competence on the cognitive emotion of teachers. In this study, the researcher selected the 150 public elementary school teachers in Mlang East District, Division of Cotabato as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected on the following statistical tools: Mean, Pearson Moment Product Correlation and Linear Regression Analysis. Findings revealed that cultural competence and teachers' cognitive emotion in Mlang East District, Division of Cotabato were described as extensive. Meanwhile, correlation analysis demonstrated that there is a cultural competence and teachers' cognitive emotion in Mlang East District, Division of Cotabato. Evidently, regression analysis proved that all the domains of cultural competence were significant predictors of teachers' cognitive emotion in Mlang East District, Division of Cotabato. However, researcher recommends to conduct further analysis on other factors that influence the teachers' cognitive emotion in Mlang East District, Division of Cotabato since cultural competence only contributed 26.80% for the total variability. The study, therefore, conducted for further utilization of findings through publication in reputable research journal.

Keywords: Educational management, cultural competence, cognitive emotion, regression analysis, Cotabato, Philippines

1. INTRODUCTION

Cultural competence is increasingly recognized as a vital component in educational settings worldwide, influencing how educators interact with diverse student populations and manage classroom dynamics. Globally, the need for culturally competent educators is highlighted by the growing diversity in student demographics, which requires teachers to effectively address the varied cultural backgrounds and experiences of their students (Banks, 2015). In the Philippines, the national education system faces similar challenges, particularly in regions with diverse ethnic and cultural groups, such as Mindanao, where understanding and integrating cultural competence into teaching practices is crucial for fostering inclusive education (Yeban, 2017). Locally, in the Mlang East District, Division of Cotabato, teachers encounter unique cultural challenges that impact their cognitive emotions and, consequently, their teaching effectiveness. The urgency of this study lies in addressing these challenges by examining the relationship between cultural competence and cognitive emotion among teachers. Despite the acknowledged importance of cultural competence, there is a significant research gap regarding its impact on teachers' cognitive emotions, particularly in the context of public elementary schools in the Philippines. This study aims to fill that gap by exploring how cultural competence influences teachers' cognitive emotions in the Mlang East District, providing valuable insights for educational management and policy development (Delpit, 2006; Gay, 2018).

The primary problem this research addresses is the insufficient understanding of how cultural competence influences teachers' cognitive emotions in public elementary schools within the Mlang East District, Division of Cotabato. Despite the recognized importance of cultural competence in fostering inclusive educational environments, there is a significant gap in empirical studies examining its direct impact on teachers' cognitive emotions—an aspect crucial to their professional effectiveness and emotional well-being (Gay, 2018; Banks, 2015). This problem is significant because teachers' cognitive emotions are closely linked to their motivation, job satisfaction, and ability to manage classroom dynamics, which in turn affects student outcomes (Hargreaves, 2000). The study is guided by the following research questions: (1) What is the level of cultural competence among public elementary school teachers in the Mlang East District? (2) How do teachers' cognitive emotions manifest in relation to their cultural competence? (3) What specific domains of cultural competence significantly predict the cognitive emotions of these teachers? The objectives of this study are to assess the cultural competence of teachers in the Mlang East District, examine the relationship between cultural competence and cognitive emotions, and identify which aspects of cultural competence are significant predictors of cognitive emotions. The rationale behind this study lies in its potential to contribute to the field of educational management by providing empirical evidence on the role of cultural competence in shaping teachers' emotional and professional experiences. Understanding this relationship is crucial for developing targeted interventions and

professional development programs that enhance both teacher well-being and student learning outcomes in culturally diverse educational settings (Yeban, 2017; Delpit, 2006).

2. LITERATURE REVIEW

Recent studies have underscored the increasing importance of cultural competence in education, particularly in the context of growing diversity in classrooms worldwide. Ladson-Billings (2021) discusses the evolving nature of culturally responsive pedagogy, emphasizing how educators must continuously adapt their teaching practices to address the cultural nuances of their students effectively. Similarly, Alsubaie and Jones (2020) highlight that cultural competence is not only crucial for student engagement but also for creating a supportive learning environment that respects and values diversity.

The connection between cultural competence and teachers' emotional well-being has also gained attention in recent years. Jennings and Greenberg (2019) argue that teachers who possess high levels of cultural competence are better equipped to manage the emotional complexities of teaching in diverse classrooms. This emotional competence, in turn, contributes to more positive student-teacher relationships and improved learning outcomes. Despite these advances, there remains a gap in the literature concerning the specific impact of cultural competence on teachers' cognitive emotions, particularly within the context of public education in the Philippines.

The need to fill this gap is particularly urgent as educational environments become more culturally diverse. Studies like those of Connelly and Gaddis (2020) suggest that while cultural competence is recognized as important, there is still limited empirical research that directly examines its influence on teachers' cognitive emotions. The current study addresses this gap by exploring the relationship between cultural competence and cognitive emotions among public elementary school teachers in the Mlang East District, Division of Cotabato, contributing new insights to the field of educational management.

Scope and Limitations, Structure of the Paper

The scope of this study is focused on examining the relationship between cultural competence and cognitive emotions among public elementary school teachers in the Mlang East District, Division of Cotabato. The research will assess various aspects of cultural competence, including teachers' awareness, knowledge, and skills, and explore how these factors influence their cognitive emotional responses, such as stress and job satisfaction. The study is limited to this specific district, which may affect the generalizability of the findings to other regions or educational contexts. Additionally, the research relies on self-reported data, which may introduce biases such as social desirability or recall bias (Gable & Haidt, 2020). The study will not address other factors affecting teachers' cognitive emotions, such as external personal circumstances or broader organizational issues.

The paper is organized into several key sections following the introduction. Chapter 2 presents a literature review that synthesizes existing research on cultural competence and cognitive emotions. Chapter 3 details the research methodology, including the research design, participant selection, data collection methods, and data analysis techniques. Chapter 4 reports the findings of the study, highlighting key results from the data analysis. Chapter 5 discusses the implications of these findings, connects them to existing literature, and suggests directions for future research. The final chapter, Chapter 6, concludes the study with a summary of the main findings and their significance for educational practice. Ethical considerations and limitations are addressed throughout to ensure a comprehensive understanding of the study's methodology and outcomes (Flick, 2019; Howell, 2020).

3. METHODS

Research Design

Description: This study employs a quantitative research design using a survey approach to explore the influence of cultural competence on teachers' cognitive emotions. The design is descriptive-correlational, aiming to quantify the relationships between variables and assess the extent to which cultural competence predicts cognitive emotions among public elementary school teachers (Creswell, 2019). This approach is appropriate for testing hypotheses about the correlations and predictive relationships between the domains of cultural competence and cognitive emotions, providing a statistical analysis of these relationships (Bryman, 2019).

Justification: The quantitative survey design was chosen for its ability to handle large amounts of data and provide statistically reliable results on the relationships between variables. It allows for precise measurement and analysis of cultural competence and cognitive emotions, which is essential for addressing the research questions and objectives effectively (Field, 2018). This design supports the use of statistical tools such as Pearson correlation and regression analysis to determine the strength and nature of the relationships under investigation.

Participants

Selection Criteria: Participants were selected based on their status as public elementary school teachers within the Mlang East District, Division of Cotabato. Inclusion criteria required participants to be currently employed as full-time teachers and to have at least one year of teaching experience. Exclusion criteria included part-time teachers, those on leave, or those not involved in direct teaching activities (McMillan & Schumacher, 2019).

Sample Size: A total of 150 teachers were included in the study. This sample size is justified based on the need for sufficient statistical power to detect significant relationships and ensure generalizability of the findings. It aligns with recommendations for survey research, where larger sample sizes increase the reliability of the results and the accuracy of statistical analyses (Krejcie & Morgan, 1970).

Recruitment: Participants were recruited using stratified random sampling to ensure representation across different grade levels and subjects. Recruitment involved distributing survey invitations through school administrators, who provided consent and facilitated the distribution of questionnaires. Ethical recruitment practices were adhered to, including obtaining informed consent from all participants (Dillman et al., 2014).

4. DATA COLLECTION METHODS

Instruments: Data were collected using a structured questionnaire comprising validated scales for measuring cultural competence and cognitive emotions. The cultural competence scale included items on awareness, knowledge, and skills related to cultural diversity (Sue et al., 2019). The cognitive emotions scale assessed stress, job satisfaction, and emotional regulation (Lazarus & Folkman, 1984). The instruments were validated through pilot testing with a small group of teachers to ensure clarity and reliability. Reliability coefficients for the scales were calculated, showing acceptable levels of internal consistency (Cronbach's alpha > 0.70).

Procedure: The questionnaire was distributed electronically to participants via email, with a follow-up reminder sent one week later to maximize response rates. Data collection occurred over a two-month period. The process was designed to minimize disruption to teachers' schedules and ensure that participants could complete the survey at their convenience (Fink, 2019).

Ethical Considerations: Ethical considerations included obtaining informed consent from all participants, ensuring confidentiality of responses, and protecting participants' rights throughout the study. Participants were informed about the purpose of the study, their right to withdraw at any time, and measures taken to ensure data privacy. Data were anonymized to protect participant identities and stored securely (Babbie, 2020).

Data Analysis

Approach: The data analysis for this study employs quantitative methods, specifically statistical tests and regression analysis. Descriptive statistics, such as means and standard deviations, are used to summarize the demographic characteristics of the participants and their responses. Pearson correlation analysis is applied to explore the relationships between cultural competence and cognitive emotions. Linear regression analysis is used to determine the predictive power of different domains of cultural competence on cognitive emotions (Field, 2018). These methods allow for a comprehensive evaluation of the data and testing of hypotheses regarding the influence of cultural competence on teachers' cognitive emotions.

Steps in Analysis: The analysis process begins with data cleaning, which involves checking for missing values and outliers. Next, descriptive statistics are computed to provide an overview of the data distribution. Correlation analysis is conducted to examine the strength and direction of relationships between variables. Following this, multiple regression analysis is performed to assess the impact of various aspects of cultural competence on cognitive emotions. Statistical software, such as SPSS or R, is utilized to execute these analyses. To ensure the reliability of the findings, the data analysis includes verification steps, such as cross-checking results and using diagnostic tests to assess the validity of the regression models (Pallant, 2020).

Trustworthiness and Rigor (Quantitative Considerations)

Credibility: In quantitative research, credibility is achieved through rigorous statistical procedures and validation techniques. This includes using well-established instruments with proven reliability and validity (Pallant, 2020). The study's credibility is further supported by the use of multiple statistical tests to cross-verify findings and by ensuring the sample size is adequate to detect significant effects (Krejcie & Morgan, 1970).

Transferability: While transferability in quantitative research is often limited to generalizability within similar contexts, the study's findings may be relevant to other public elementary schools with comparable demographic and educational characteristics. The detailed description of the methodology and participant characteristics allows readers to assess the applicability of the findings to other settings (Bryman, 2019).

Dependability: Dependability is ensured through the documentation of the research process and decisions. This includes maintaining an audit trail of data collection and analysis procedures. Regular reviews of the data analysis process are conducted to ensure consistency and accuracy (Yegidis et al., 2018).

Confirmability: Confirmability is achieved by minimizing researcher bias and ensuring objectivity in the data analysis process. This involves using standardized instruments and procedures and conducting statistical tests to validate findings. Reflexivity practices, such as acknowledging potential biases and conflicts of interest, are also employed to ensure that the findings are a true reflection of the data rather than the researcher's preconceptions (Creswell, 2019).

Limitations

Methodological Limitations: This study's primary limitations include the reliance on self-reported data, which may introduce response biases, and the study's focus on a specific geographic area, which may limit the generalizability of the findings. The cross-sectional nature of the survey design limits the ability to infer causality between cultural competence and cognitive emotions. Efforts to mitigate these limitations include using validated instruments to reduce response bias and employing robust statistical methods to ensure the accuracy of the results (Fink, 2019).

Ethical Approval

Approval Process: The study received ethical approval from the Institutional Review Board (IRB) of [Your Institution], reference number [IRB Reference Number]. The approval process included a thorough review of the research proposal to ensure adherence to ethical standards, including participant consent, confidentiality, and the right to withdraw from the study. Documentation of the IRB approval is included in the appendix of the study (Babbie, 2020).

5. RESULTS

Overview: This chapter details the findings of the study on how cultural competence influences teachers' cognitive emotions. The primary aim was to explore the relationships between different aspects of cultural competence and the emotional states of teachers. The results are organized to first address descriptive statistics, followed by correlation analysis, and finally regression analysis to interpret the data comprehensively.

The initial analysis provides an overview of the demographic characteristics of the 150 public elementary school teachers who participated in the study. This includes general trends such as the average age, years of teaching experience, and education levels. This descriptive data helps contextualize the study sample and provides a foundation for understanding subsequent analyses.

Correlation Analysis:

The correlation analysis examines the relationships between various dimensions of cultural competence (such as awareness, knowledge, and skills) and teachers' cognitive emotions (such as stress, job satisfaction, and emotional regulation). The analysis reveals that higher levels of cultural competence are generally associated with more positive cognitive emotions. For example, increased awareness of cultural issues is negatively correlated with stress, suggesting that teachers who are more culturally aware experience lower levels of stress. Similarly, a positive correlation is observed between cultural knowledge and job satisfaction, indicating that teachers who possess greater cultural knowledge tend to report higher levels of satisfaction in their roles.

Regression Analysis

Linear regression analysis is conducted to determine the extent to which cultural competence domains predict cognitive emotions. The results show that each domain of cultural competence—awareness, knowledge, and skills—significantly predicts various aspects of cognitive emotions. For instance, cultural competence skills are a strong predictor of emotional regulation, meaning that teachers who are more skilled in cultural competence tend to have better control over their emotional responses. The regression analysis indicates that cultural competence contributes significantly to the variance in cognitive emotions, but other factors also play a role, as cultural competence alone accounts for 26.80% of the variability in cognitive emotions.

6. DISCUSSIONS

In summary, the findings suggest a robust relationship between cultural competence and cognitive emotions among teachers. Enhanced cultural competence is associated with improved emotional outcomes, although it is not the sole predictor. Further research could explore additional factors influencing cognitive emotions to provide a more comprehensive understanding.

The study aimed to explore the influence of cultural competence on the cognitive emotions of teachers. The key findings reveal that cultural competence plays a significant role in shaping teachers' cognitive emotions, with substantial implications for their professional experiences.

The analysis indicates that teachers with higher levels of cultural competence—encompassing awareness, knowledge, and skills—tend to experience more positive cognitive emotions. Specifically, increased cultural awareness is associated with reduced stress levels, suggesting that teachers who are more attuned to cultural issues face less emotional strain. Furthermore, a positive relationship is observed between cultural knowledge and job satisfaction, indicating that teachers who are well-informed about cultural dynamics are more satisfied with their roles. Additionally, cultural competence skills are identified as strong predictors of emotional regulation, demonstrating that teachers with advanced cultural skills are better equipped to manage their emotional responses effectively.

The regression analysis confirms that while cultural competence significantly impacts cognitive emotions, it accounts for only 26.80% of the variability in these emotions. This finding highlights that other factors also contribute to cognitive emotions, suggesting the need for further research to explore additional influences.

7. CONCLUSION

In summary, the study underscores the importance of cultural competence in enhancing teachers' cognitive emotions. The findings emphasize the need for ongoing professional development in cultural competence to support teachers' emotional well-being, job satisfaction, and overall effectiveness in the classroom.

8. REFERENCES

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